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ABSTRACT

This report presents recommendations for long-term federal support of historically black colleges and universities (HBCUs). Formulated by the "President's Advisory Board on Historically Black Colleges and Universities" (formed in November 1993 by Executive Order 12876). Its recommendations urge: (1) increased agency support from discretionary funding; (2) placement of federal centers at HBCUs; (3) HBCU participation in federal programs; (4) strengthening and broadening the undergraduate curriculum; (5) enhancement of doctoral education at selected campuses; (6) development of an urban grant university center program; (7) a role in public health for HBCUs; and (8) improved support for capital projects at HBCUs. Following an executive summary and introduction, sections of the report provide a review of the recommendations of the 1996 report; a discussion of federal agency support to HBCUs; and an explanation of the specific recommendations of this report. Appendices include a listing of the 1996 recommendations, graphs and tables showing federal agency support to HBCUs, and a list of historically black colleges and universities. (DB)

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Historically Black Colleges and Universities for the 21st Century:

Annual Report of The President's Board of Advisors On Historically Black Colleges and Universities

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March 1999

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A President's Advisory Committee on Historically Black Colleges and Universities (HBCUs) was initially formed under President George Bush through Executive Order 12677. Prior to that Presidents Carter and Reagan had supported HBCUs through Executive Orders 12232 and 12320, respectively.

President Clinton formed the President's Advisory Board on Historically Black Colleges and Universities in November 1993 through Executive Order 12876. In addition to charging the Board to provide advice concerning the status of these campuses and means by which the Federal Government can support their efforts it committed federal agencies to providing support to HBCUs through grants, contracts, and cooperative arrangements.

The Advisory Board as currently structured is broadly representative of constituencies having an affiliation with or an interest in HBCUs. As such it serves as an umbrella organization representing all HBCUs, regardless of their source of support or mission.

The Board is responsible for being informed regarding the most pressing issues facing HBCUs and for communicating these to the President and the Secretary of Education. It also carries out analysis and makes recommendations as to how HBCUs can contribute to the solution of important national problems. Hence, in addition to reporting on the status of funding for HBCUs from federal agencies, this report deals with the broader issue of under-representation of African-Americans among citizens holding college degrees and offers recommendations for new federal strategies for addressing this problem as well as other important national priorities through the support of HBCUs.

Contents

Executive Summary	**4**
Introduction	**7**
Recommendations of the 1996 Report	**9**
Federal Agency Support to HBCUs	**10**
Recommendations for Additional Development at HBCUs to Address National Priorities for Educational Access and Economic Development	**14**
Strengthening Undergraduate Education at HBCUs	14
Expanding and Enhancing Doctoral Education at HBCUs	18
Developing Urban Grant University Centers to Comprehensively Address Problems of U.S. Cities	22
Public Health: A Special Role for HBCUs	25
Assisting HBCUs in Improving Facilities	26
Appendix A – Recommendations from 1996 Report	**27**
Appendix B – Federal Agency Support to HBCUs	**28**
Appendix C – Historically Black Colleges and Universities List	**29**

Executive Summary

The next century will be characterized by many of the economic and social trends that already are apparent. While it can be anticipated that competition among national economies will continue to increase it also will be of growing importance that cooperation take place among countries whose successes and failures increasingly are interdependent. In the U.S., as in other developed nations, there will be an even greater need than at present for a workforce whose members have the education and training necessary to effectively utilize the technology we require to give us a competitive advantage while at the same time having the sophistication to interact effectively with individuals, organizations, and governments throughout the world.

In the environment of the 21st century the premium placed on education will continue to grow and the need to utilize our available human resources as fully as possible will increase. If this is to become a reality, it will be essential that African-Americans, as well as other groups in which relatively large numbers of individuals currently lack the requisite education to fully develop their talents and contribute to the economy, raise their overall levels of educational attainment dramatically. Fortunately, historically black colleges and universities (HBCUs) provide a vehicle for accomplishing this goal.

This report contains recommendations for long-term federal support that would expand the capabilities of HBCUs and help ensure that these campuses are indeed mainstream institutions that are able to contribute to the achievement of important national goals throughout the next century. While funding from a variety of sources is important, a base of support from the federal government is an essential foundation on which to build such support. Federal funding of the following initiatives would go a long way toward ensuring that HBCUs are making the contributions of which they are capable.

- ***Increased Agency Support from Discretionary Funding***. This past year the percentage of agency higher education funding received by HBCUs was somewhat lower than the prior year and barely ahead of the percentage of 20 years ago. Federal agencies should increase their levels of funding to HBCUs through grants and contracts consistent with Executive Order 12876 and the recommendations of the 1996 report of the President's Advisory Board on HBCUs.

- ***Federal Centers at HBCUs***. The various agencies of the federal government support a large number of centers on college campuses that carry out a wide variety of missions in support of agency goals. Very few of these are at HBCUs and few existing centers at majority campuses involve HBCUs in their activities as partners. HBCUs, however, can contribute to the missions of federal agencies through such centers if they receive the long-term support required to make them successful. Federal agencies should make the development of such centers a priority.

- ***HBCU Participation in Federal Programs.*** There are many federally funded programs in which a role for HBCUs would be a natural fit. For example, the recent federal education initiatives for the most part have a component dealing with low income populations, the major constituency of HBCUs. A significant HBCU role in such programs would enable them to further develop the expertise they have for contributing to important national priorities and would help ensure that the needs of the target populations are addressed. Federal agencies should ensure that HBCUs have significant roles in programs in which they have expertise directly related to program goals.

- ***Strengthening and Broadening the Undergraduate Curriculum.*** HBCUs need to expand their capacities to produce undergraduate degrees and to ensure that their programs are of the highest possible quality. They also need to broaden their program inventories, which for the most part are rather narrow, and to provide strong support programs to assist many of their students to make up for past educational deficiencies. The federal government should adopt a general program of aid to promote these enhancements.

- ***Doctoral Education Enhancement at Selected Campuses.*** The degree of under-representation of African-Americans among those holding graduate degrees is considerably more severe than at the bachelor's level. Yet, there is strong demand by colleges and universities and organizations of all types for minorities with doctorates. A number of HBCUs are authorized to offer doctoral degrees. A relatively modest investment would permit HBCUs to double the entire national production of black doctorates in key fields within a short period of time. The federal government should make such support available to HBCUs that are in a position to carry out a doctoral mission. These campuses also should form partnerships with those HBCUs that are primarily undergraduate liberal arts institutions for the purpose of strengthening their academic programs and increasing the range of programs offered.

- ***Development of an Urban Grant University Centers Program.*** HBCUs located in urban areas are in a good position to carry out a comprehensive mission of aiding their cities. Such a program would be a comprehensive approach to urban problems but at its core would be education at all levels, the single factor most highly correlated with the social and economic issues facing U.S. cities. This mission, which would be analogous to that carried out by land grant universities for the agriculture industry, should likewise be supported by a long-term federal grant program.

- ***A Role in Public Health for HBCUs.*** Low income populations are disproportionately affected by a variety of health problems. Certain HBCUs are in a good position to educate health care professionals who will serve low income communities. They also are well positioned to carry out research on problems

affecting low income populations and for educating these populations about actions that can be taken to improve their health. The federal government should aid selected HBCUs to carry out this role.

- ***Improved Support for Capital Projects at HBCUs.*** The federal government has a fund of over $300 million that provides loans to HBCUs for facilities restoration and expansion. While these loans are guaranteed by the federal government, the interest rate on them currently is no better than that available on the open market. The rate should be lowered to make this program more attractive to the campuses it was designed to serve and/or it should be converted to a grant program.

Introduction

The past two decades have been ones of dramatic change in the U.S. economy and a precursor of conditions necessary for its continued success in the next century. Education has emerged as the single factor most influential in the condition of the economy and the factor most highly correlated with personal well-being as well. This relationship between individual education, economic competitiveness, and personal welfare will continue to become more pronounced as the 21st century progresses.

Individuals with the requisite educational credentials are at a premium. They have been the winners in the emerging economy that also has been characterized by a decreasing proportion of well-paying traditional blue collar jobs requiring modest educational credentials. U.S. companies increasingly have relied on immigrants and locating offices overseas to obtain the educated workforce necessary to allow them to meet the demands for their goods and services.

This Nation, however, has a vast supply of untapped human resources for filling the jobs of the new economy. Only 27 percent of the population age 25-29 holds a bachelor's degree or higher. Among African-Americans the corresponding figure is less than 16 percent. Among Hispanics, barely 10 percent hold a bachelor's degree or higher. These latter two groups will make up a growing share of the workforce in the next century and, therefore, represent a significant potential source of educated workers if their numbers graduating from college can be increased substantially.

A large difference in educational attainment between minority and white citizens persists with no sign of reduction despite an unprecedented effort on the part of majority institutions to enroll and graduate minority students. These efforts have been accompanied by special efforts by government, foundations, and private sector organizations. To date, much of the effort to improve the educational credentials of minorities has targeted students with relatively strong academic credentials. Their numbers, however, are too small to make a significant difference. A major effort is required to enroll and graduate those minority students who are typical of their peers in their pre-college preparation, a role most public colleges and universities throughout the country play for the majority population.

Historically black colleges and universities are in a very good position to play a larger role in such an effort.

- By their history and tradition they are committed to serving a broad range of students of all races and typically have support programs to help students requiring assistance to compensate for modest pre-college preparation.
- They are located in those states with high concentrations of African-Americans.

- They are well known in the African-American community and are natural magnets for this segment of the population.
- Research has shown that students attending HBCUs make academic gains comparable to those at other campuses.
- HBCUs already account for a high percentage of graduates who go on to graduate and professional school.
- HBCU graduates account for large majorities of African-Americans in the professions and positions of public leadership.

HBCUs have accomplished much with, at best, modest levels of financial support and a limited range of academic programs. Despite these handicaps, they have served and continue to serve as a primary mechanism by which African-Americans move into the middle class. More than in the past, however, the bachelor's degree is the minimum credential necessary for entry into the middle class. Along with middle class status for the individual are the benefits that the Nation derives from a capable labor force, a larger tax base, and citizens who make positive contributions to our social welfare. Because of the pressing need to ensure that a growing number of low income individuals are equipped to be productive in a changing economy, expanding the role of HBCUs is a logical means for addressing a significant part of this broad national goal.

Beyond this, HBCUs also are well positioned to serve low income minority communities through programs of research and service outside of their traditional educational functions. A number of national priorities related to improving the living conditions of these populations also can be addressed by HBCUs with specified missions of research and service.

Recommendations of the 1996 Report

The 1996 report of the President's Board of Advisors on HBCUs contains a number of recommendations, all of which remain valid. They are listed in Appendix A. This report builds on several of those recommendations, including more agency grant and contract funding, the establishment of federal centers at HBCUs, and increased support for graduate education at HBCUs. It does this through recommendations for specific programs by which the federal government can assist HBCUs to help address important national priorities.

Regardless of the nature of federal relationships that evolve with HBCUs, it is worth emphasizing an important non-financial recommendation of the 1996 Report. It is essential that the U.S. Office for Civil Rights undertake aggressive efforts to help ensure that the states in which HBCUs are located carry out the letter as well as the spirit of the plans they have negotiated with the federal government. In many states, unfortunately, the history of HBCUs has been one of financial neglect, restricted missions, and duplication of academic programs by nearby majority institutions. If HBCUs are to broaden their missions and strengthen their program offerings in order to have a greater impact on the under-representation of African-Americans among those holding degrees, states will have to energetically support the expansion and enhancement of HBCUs. The U.S. Office for Civil Rights needs to play an aggressive role in helping to ensure these goals are realized.

Federal Agency Support to HBCUs

One of the major provisions of Executive Order 12876 is to encourage federal agencies to support HBCUs through grants and contracts. A responsibility of the Advisory Board is to monitor this provision. The 1996 report of the Advisory Board provided extensive documentation concerning federal agency support for HBCUs and a number of recommendations for increasing their levels of support. Since that report there has been considerable dialogue with agencies. However, little has changed.

The tables and graphs in Appendix B of this report show federal funding for HBCUs on three different measures: total funding for FY1997, the percentages of agency higher education funding devoted to HBCUs, and the change in funding for HBCUs between FY1996 and FY1997.

In FY1997, the most recent year for which data are available, Federal agencies provided $1,231,613,493 to HBCUs. This was an increase of 6.4 percent from the previous year. Over the past five years, funding by HBCUs grew by only 19 percent, or at an average annual rate of just 3.6 percent. Thus, while the increase this past year was higher than the average increase for recent years it was an improvement over only modest increases of recent years. ***The funding received in FY1997 by HBCUs from federal agencies amounted to 4 percent of all funding these agencies provided to institutions of higher education. This was down from 5 percent two years earlier and only a modest improvement from the FY1969 level of 3 percent, the first year such information was compiled.***

In general, agencies that tend to provide large amounts of funding to HBCUs tend to have significant amounts of funding that they provide to higher education and do not give a disproportionately high percentage of their higher education funding to HBCUs. In fact, some agencies with relatively high dollar amounts awarded to HBCUs rank in the lower third of all agencies in the share of their higher education funding going to HBCUs. The Department of Education leads all agencies by a large margin and accounts for 56 percent of all funding received by HBCUs from federal agencies. However, this is largely a result of the fact that it administers a number of large mandated educational programs that provide funding to campuses of all types. ***The success of Executive Order 12876 will depend not on mandated funding but rather on the extent to which federal agencies provide HBCUs with an increased share of their discretionary budgets.***

In brief, while a number of policy initiatives have benefited the African-American community in general, including an increase in the size of federal student financial aid programs, significant progress has not been made in providing assistance to the HBCUs that are so important to the future of this segment of the population.

Recommendation *It is, therefore, important to reinforce the funding recommendations of the 1996 Report of the Advisory Board. Beyond this, however, are other possibilities for forging relationships with the federal government that will benefit HBCUs as well as address important national priorities. For example, there is a great deal of potential for developing various forms of the centers envisioned in the recommendation of the 1996 status report. That report recommended the establishment of major research laboratories for carrying out research on "national scientific priorities, social issues, and economic policies" and that these centers receive long-term support from the federal government.*

A wide variety of models already in existence could form the basis for long-term relationships between agencies and HBCUs. The Department of Education has established a dozen National Research and Development Centers at campuses across the country. Each Center has a specialization related to an important educational priority. These specializations include, among others: educational diversity and excellence; at-risk students; improvement of early reading achievement; and early development and learning. None of these centers is located at an HBCU although many of the issues the centers address are those of paramount importance to the African-American community.

Another frequently cited model of federal agency support is the Department of Defense University Affiliated Research Centers (UARCs) program which provides DOD with a permanent core of expertise that can supply timely and objective responses to a variety of requirements in the defense area. There are currently six such centers, each of which receives at least $2 million annually in non-competitive funds for basic infrastructure support. Beyond this, they receive funding on a project-by-project basis. UARCs are not the only possible model within DOD. There also are numerous other DOD-sponsored centers that receive long-term support under different conditions than the UARCs. These types of relationships merit consideration as well. No HBCU is included in any of these arrangements as a significant partner.

The National Science Foundation has developed a variety of long-term partnerships with universities for various purposes. These include Science and Technology Centers, Engineering Research Centers, and Materials Research Science and Engineering Centers. The only involvement of an HBCU in these programs is in one instance as a partner with a designated Engineering Research Center.

The National Oceanic and Atmospheric Administration has developed long-term partnerships with a number of campuses throughout the nation. These include the National Undersea Research Program, National Sea Grant College Program, Environmental Research Laboratories, and Joint Institutes. HBCU participation in these relationships is minuscule.

The Environment Protection Agency (EPA) supports a number of centers including Exploratory Environmental Research Centers, Centers of Excellence in Children's Environmental Health and Disease Prevention Research and Hazardous

Substance Research Centers. There is minimal HBCU involvement in these activities. However, the EPA also sponsors the Minority Institution Research Centers program which currently supports two HBCUs to provide research on minority and disadvantaged communities.

The National Institutes of Health, like the EPA, targets certain funding in ways that support programs at HBCUs. Its Minority Access to Research Centers (MARC), Minority Bio-Medical Research Support (MBRS), and Special Initiatives programs assist campuses in developing infrastructure in biomedical programs and support students and faculty in such programs. The goal of these initiatives is to increase the number of minorities in biomedical careers. A number of HBCUs benefit from these programs.

These examples highlight the fact that the federal government has recognized the importance of long-term relationships with colleges and universities through numerous on going programs. In the case of EPA and NIH, some of these relationships are with HBCUs. There are obvious benefits to both parties in such relationships. Of particular consequence for institutions, however, is that these arrangements provide them with the opportunity to develop the personnel and physical infrastructure necessary to be productive in such relationships and to pursue related funding opportunities which can further strengthen them. ***Few HBCUs have a base of funding that is large or predictable enough to compete in a meaningful way for most of the federal funding opportunities that are available. It is, therefore, critical that federal agencies commit themselves to providing long-term support to HBCUs for specific centers that can develop over time to be productive entities in a wide variety of fields.***

In addition, there are specific federal government initiatives that, while not as long-term or predictable as the examples cited above, are natural ones for close involvement with HBCUs. This is particularly true when the goal of such programs is to assist disadvantaged or minority populations. Some new education initiatives serve as examples of such opportunities.

- ***Pre-College Initiatives.*** A number of these are supported by various agencies. The most recent is Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP), which promotes early college awareness and preparation among students in grades six through 12. The program will give priority to low income students and involve colleges as partners with public schools.

- ***Improving Teacher Quality, Recruitment, and Preparation.*** This program is a partnership between teacher training institutions and local school systems to recruit outstanding individuals into the teaching profession and to improve the preparation of new teachers.

- ***Distance Education***. This program will extend federal financial aid to needy students who attend college through distance education programs and will support partnerships to deliver high quality distance education.

Outside of education, the federal government's new ***Information Technology for the 21st Century*** program, a multi-agency approach to research, application, and training in information technology represents an example of another type of program in which HBCUs, if included, can build infrastructure and over the long term play an effective role. The federal government also is engaged in a variety of efforts to help ensure that the upcoming census is as accurate as possible. A major issue is the undercount of low income citizens, many of whom are located in communities served by HBCUs. These campuses can play a long-term role of educating residents of the communities they serve as to the importance of participating in the census.

Recommendation *Federal agencies should include HBCUs in grant-funded programs in which the objectives of the program make a specified role for HBCUs a natural asset to the activity.*

Recommendations for Additional Development at HBCUs to Address National Priorities for Educational Access and Economic Development

In addition to the development of long-term partnerships with HBCUs to promote the goals of specific federal agencies and programs, the Advisory Board recommends significant and long-term federal support to HBCUs to: (1) assist in remedying the substantial and persistent problem of relatively low average educational attainment for African-Americans; and (2) help address other problems of low-income communities. This support would promote:

- Program expansion and improvement at both the undergraduate and graduate levels at HBCUs;
- Development of a major new program that would establish selected urban universities as comprehensive centers for addressing the varied issues of the cities which they are located;
- Development of a program for supporting education, research, and service in health fields at selected HBCUs; and,
- A more significant federal role in the expansion and restoration of facilities at HBCUs.

Strengthening Undergraduate Education at Historically Black Colleges and Universities

Recommendation. ***The federal government should develop a program of general aid for HBCUs to enable them to expand and enhance their undergraduate programs.***

During the past two decades, there has been a dramatic increase in the extent to which differences in educational attainment are reflected in differences in income. On the average, those ***without*** at least a four-year degree have seen substantial ***decreases*** in real income while those with advanced degrees have experienced significant gains. While the bachelor's degree recipient has on the average just been able to keep pace with inflation, bachelor's degree holders in the more technical fields have seen their salaries increase dramatically as their skills have become the foundation of the emerging

economy and a key element in maintaining the competitiveness of American business. The growing income inequality that has been the topic of much discussion since the mid-1980s is a direct reflection of these trends. Hence, it is essential that the African-American population, which currently is substantially under-represented among those holding degrees and working in scientific and technical careers, significantly increase its rate of degree attainment. It also is essential that the programs from which they graduate rigorously prepare them for the contemporary labor market as well as for advanced study.

Degree Attainment for Young African-Americans Entering the Labor Force Is Essentially Flat

The percentage of the general population holding college degrees continues to grow. The percentage of the general black population holding college degrees is increasing as well. These often-cited trends are due, however, primarily to the fact the older population is gradually being replaced by a larger and marginally better-educated younger population. Hence, by default the educational level of the overall population grows as long as the younger population is at least somewhat better educated than the older population it replaces.

A more relevant measure of educational well-being is the educational attainment of the younger segment of the population. It is the educational attainment of this group that will determine if overall educational attainment will continue to increase. It also is a measure of the workforce preparation of our younger workers. On this measure the trends are not encouraging for African-Americans. As long as the proportion of the African-American population obtaining a college degree does not increase, the share of the population facing limited career prospects as a result of lack of education will not be reduced.

A New Strategy for Broadening Access Is Essential

This lack of progress ironically has occurred during a period in which the education of minority students has been a priority of high visibility programs by government at all levels, colleges and universities throughout the nation, corporations, and foundations. The most likely explanation of the failure of these programs to have an impact on the percentage of the young black population holding degrees is that the target population of most of them generally has been too small – higher achieving African-American students.

The most widely utilized measures for college admissions – the ACT and SAT – like other standardized tests yield results that are highly correlated with family income regardless of the race of test takers. Factors typically cited that place low income students at a disadvantage compared to other students on standardized measures of

achievement include relatively low family investments in enrichment activities, substandard schools, peers with low aspirations, lack of recommended academic courses preparatory for college, lack of test preparation, and late planning in general for college. Because a disproportionately high percentage of the black college-age population comes from low income households, single parent families in which the parent has less than a high school degree, and attend poorly-funded urban and rural schools, they have a strong tendency to possess the risk factors associated with low academic achievement and low scores on standardized tests. While some of these students overcome their circumstances and excel in school, their numbers are relatively small in the overall picture. Hence, the vast majority of the African-American population is largely overlooked by most special college programs put in place to increase degree attainment.

It is important to note that most high achieving students, regardless of race, are likely to obtain a college degree regardless of their financial circumstances. Yet these are the students most often targeted by colleges in an effort to ensure that their student bodies have strong academic credentials. Because of the competitive forces in higher education and the prestige associated with admitting a well-prepared student body, it is unlikely that the culture at selective institutions will change to broaden access to a significant degree. Even if campuses do reach out to a broader section of the African-American community, it is unlikely that most will want to divert resources from traditional programs to those support activities necessary to bring students with deficits in prior preparation up to a level necessary for them to excel in college.

Historically black institutions, by contrast, are in a good position to increase the bachelor's degree attainment of the African-American population. They have a long tradition of service to a broad section of the African-American community, have a strong record in providing the support required to permit their students to succeed in college, and account for a disproportionately high number of black graduates nationally. They also are concentrated in the south and along the Atlantic coast, regions with high concentrations of African-Americans. Several are reasonably accessible to the urban centers further north. Collectively, these characteristics make HBCUs natural magnets for attracting the broad range of African-Americans that must be graduated in order to increase the overall educational attainment of the black population.

The Strategies for Increasing the Number of Graduates Are Well-Tested

Most historically black college administrators long have stressed the importance of a highly personal and supportive environment in ensuring that their students are prepared for rigorous college-level work. Their success is reflected not only in the fact that they account for a high proportion of black bachelor's degree recipients nationwide but also in the fact that HBCUs occupy the upper ranks of undergraduate institutions preparing African-Americans for graduate and professional study, primarily at majority institutions. A recent federally supported study, the National Study of Student Learning, examined in some detail the academic performance of students entering college at

majority as well as at HBCUs. A special analysis of African-Americans in the study found that HBCUs were just as effective as majority campuses in increasing the academic achievement of these students, despite having students with relatively low socioeconomic backgrounds and having fewer resources than majority campuses.

> *Even if they are at a relative disadvantage in terms of educational resources, an impressive body of evidence suggests that historically black colleges have nevertheless been able to create a social-psychological campus climate that not only fosters students' satisfaction, sense of community, and adjustment to college, but which also increases the likelihood of persistence and degree completion. The findings of this study suggest further that the supportive campus environments of historically black colleges do not come at the cost of intellectual or academic rigor. Using a more extensive set of individual and institutional-level controls than any existing research, and employing measures specifically designed to capture intellectual skills gained in the early college career, we uncovered no significant differences in the net cognitive effects attributable to college racial composition. Black students attending historically black institutions made net freshman years gains in the areas of reading comprehension, mathematics, critical thinking, and composite achievement (i.e., the sum of all three scales) that were as large if not larger than those made by their black peers attending predominantly white institutions. Indeed on all scales except critical thinking, where there was an essential parity, the statistically non-significant trends favored black students from historically black institutions.* ("Do Black Students Learn More at Historically Black or Predominantly White Colleges?" National Center on Postsecondary Teaching, Learning, and Assessment, University of Illinois at Chicago, 1994.)

While HBCUs vary somewhat in their approaches, most rely on small classes, frequent student-faculty contact, extensive tutoring programs, strong counseling programs, on-campus employment, and supplemental financial aid to assist students in succeeding in college and remaining enrolled. However, most HBCUs would agree that resource constraints prevent them from reaching as many students as is essential if they are to have a significantly greater impact on the pool of students graduating.

Academic Program Enhancement Also Is an Essential Part of the Strategy

In order for the strategy of providing a highly supportive student environment for students to have meaning, HBCU academic programs need to be of high quality. HBCUs historically have done a remarkable job in ensuring program quality, particularly in light of their modest resource base. HBCUs face the same issues as other campuses in ensuring that their programs are contemporary and demanding, but operate at a relative disadvantage due to their history of budgetary constraints. HBCUs have special needs for

ensuring that they can recruit and retain faculty with strong academic credentials, that their operating budgets are adequate, that library operations adequately support their academic programs, and that student services are adequate. In addition, the ability to keep pace with changes in technology is particularly problematic at HBCUs because to a growing extent it is an essential element of virtually all programs of study.

Expansion of Curricular Offerings Will Ensure More Minority Graduates in Fields of Study That Are Critical to the Economy

Most HBCUs offer a relatively modest array of academic programs, a legacy of their history as teacher training institutions, small size, and/or modest financial support. The demands of the economy, however, make it important that additional graduates be produced in scientific and technical fields, including information technologies. These are fields in which African-Americans are particularly under-represented and in which an increase in degrees awarded to black students would be readily utilized by the economy. The addition of programs in these fields at selected institutions with the requisite related programs, if well supported, provides the Nation with the potential to move toward remedying the labor force shortages that have developed as the economy has continued its long expansion. Information technology represents a particularly acute need nationally and in federal agencies in particular. Agencies such as DOD, CIA, NSA, and DIA have critical needs for information technology personnel and the recently announced Information Technology for the 21st Century program is designed in part to contribute to filling this need.

Expanding and Enhancing Doctoral Education at HBCUs

Recommendation ***The federal government should develop a program of financial support to expand and improve doctoral education at selected HBCUs with the capacity to offer a significant amount of work at this level of study. In addition to expanding and improving their doctoral programs, these campuses should enter into partnerships with those HBCUs that are primarily undergraduate liberal arts institutions in order to assist them in strengthening their programs and increasing the range of degree opportunities available to their students.***

Progress in Producing Significantly Larger Numbers of Minority Doctorates Is Not Evident Despite over Two Decades of High Profile Efforts

Recent reports of increases in the number of doctoral degrees awarded to blacks have been overly optimistic. The increase in doctorates awarded to blacks during the past

few years in reality represents a relatively minor improvement in numbers after almost 20 years of no progress and even declines. Until 1995, when blacks received 1309 doctorates (about the same number as the 1315 received in 1996), the previous high had been achieved ***two decades earlier in 1977***, when 1113 doctorates were received by blacks. During this period, the size of the black population in the 25-34 age group grew by about 50 percent, far outpacing any increase in doctorates awarded to blacks.

Another factor of concern is that the increase in doctorates awarded to blacks have been in non-traditional programs that award credentials to already-employed professionals. Hence, there has not been growth in traditional doctorates that prepare individuals for jobs in research and academia, areas in which demand for African-Americans with doctorates is large and growing.

African-American Under-representation in the Sciences Is Particularly Large

In addition to the low level of doctoral degree attainment by blacks and the lack of progress during the past two decades, African-American doctoral degrees tend to be concentrated in certain areas such as education. Forty-two percent of all doctorates awarded to blacks are in education compared to 19 percent for all U.S. citizens.

Conversely, the representation of African-Americans in the sciences is very low. Of all doctorates received by black graduates in 1996, only 5.8 percent were awarded in the physical, mathematical, and computer sciences, 5.1 percent in engineering, and 6.7 percent in the biological sciences. By comparison, of all awards to U.S. citizens, 13.6 percent were in the physical, mathematical, and computer sciences, 10.7 percent in engineering, and 13.9 percent in the biological sciences.

It should be noted that the figures cited above are low percentages of an already-low level of doctoral degree attainment making the actual numbers of awards in the sciences truly minuscule. For example, in 1996 blacks received the following number of doctorates of all those awarded to U.S. citizens in the following fields: mathematics - 8 of 646 (1.2 percent), computer science - 12 of 513 (2.3 percent), physics - 15 of 1097 (1.4 percent), chemistry - 45 of 1461 (3.1 percent), engineering - 74 of 3383 (2.2 percent), biological sciences - 98 of 4365 (2.2 percent). If the large number of doctorates awarded to foreigners were included, the percentages that African-Americans make up of total doctoral recipients are dramatically lower that these figures.

African-American Doctoral Recipients Are Rare in Other Disciplines as Well

While the under-representation of African-Americans with doctorates is particularly acute in the sciences, the shortage extends beyond these disciplines. For example, only 2.4 percent of doctorates awarded to U.S. citizens in psychology in 1996

went to blacks. Among other major fields of study with relatively low levels of black representation are the humanities (3 percent), languages and literature (3.1 percent), and business and management (4.3 percent). In these fields, the deficit of black doctorates manifests itself primarily as a low representation of minorities among the faculty at college campuses, a situation that will not be remedied until the size of the pool of minorities holding doctorates increases significantly.

The Contribution of Historically Black Colleges and Universities to the Educational Attainment of African-Americans Is Very Large in Comparison to Their Size

HBCUs enroll only 18 percent of all black college students in the United States. However, they award 40 percent of the bachelor's degrees received by black students nationwide. Their disproportionately large contribution to the pool of African-American degree holders translates into a dramatic contribution to the Nation's pool of successful African-Americans. Their graduates account for 85 percent of black physicians, 80 percent of black federal judges, 75 percent of black lawyers, 75 percent of black military officers, 50 percent of black elected officials, and 50 percent of black business executives. Of particular note is the fact that HBCU bachelor's degree recipients account for 75 percent of black Americans of all ages holding the doctoral degree.

Historically black campuses make a very strong contribution to the pool of black doctoral degree recipients primarily through preparation of undergraduate students for graduate school elsewhere. This is true for doctorates in general as well as for those in the sciences. What makes this contribution remarkable is that relatively few have doctoral programs themselves and almost none has enjoyed the long-term base of support that typically is necessary to prepare students well in the sciences.

Three of the 21 universities that awarded the largest numbers of doctorates to blacks during the past five years were HBCUs (Howard - 209, Clark-Atlanta - 103, and Texas Southern - 69). Only one campus awarded more degrees to blacks than Howard. Only seven awarded more degrees than Clark Atlanta. In addition, eleven of the 18 institutions awarding the largest number of bachelor's degrees to black students who obtained doctorates during the past five years were historically black institutions. Overall, HBCUs awarded undergraduate degrees to 34 percent of the blacks receiving doctorates during the past five years.

A similar relationship holds in the sciences. Only a few HBCUs award doctoral degrees. However, HBCUs account for the undergraduate preparation of the following percentages of doctoral recipients during the past five years: physical sciences – 29 percent, computer science – 32 percent, biological sciences – 39 percent, and engineering – 22 percent.

HBCUs Potentially Could Have a Significant Impact on Doctoral Degree Production

There is every reason to believe that certain HBCUs, if supported properly, could have a significant impact on the size of the pool of African-Americans holding the doctorate. Those that have received a significant level of support, such as Howard and Clark-Atlanta, already award relatively large numbers of doctorates to African-Americans. Others that have had professional programs for an extended period of time in law, medicine, and pharmacy, have been and continue to be major producers of blacks holding professional degrees. Doctoral study would allow such campuses to utilize the same assets that make them successful in undergraduate education to increase the numbers of doctoral degrees awarded to African-Americans. These assets include good access to the pool of potential students and a strong commitment to a supportive academic environment. It also would allow such campuses to utilize graduate resources to strengthen undergraduate education as well and to use such resources in programs of service to the public. Campuses that are in the best position to carry out graduate work on a scale large enough to make a difference are those that have received the requisite approvals from their respective states, a good indicator that the ingredients necessary to offer doctoral programs of adequate quality are in place. There currently are more than a dozen HBCUs poised to do this.

Considering all of the funding and effort that has been expended during the past two decades to little avail, support for doctoral work at selected HBCUs would have a relatively fast payoff. Within 10-15 years, HBCUs could be expected to at least double, and possibly triple, the number of doctoral degrees they are currently producing or will produce in the near term. The potential impact of this effort can be gauged by looking at the numbers of doctorates HBCUs would have to produce to double the entire national output: 8 doctorates in mathematics, 12 in computer science, 15 in physics, 45 in chemistry, 74 in engineering, and 98 in biology. Those campuses with professional programs might increase the size of their programs, but more likely would increase their quality and offer more specialties within their basic programs. These are goals that are well within reach of HBCUs that are in a position to make a difference if these campuses are adequately supported at advanced degree levels. A significant increase in doctoral degree production by HBCUs would not negate the need for majority campuses to continue to work to increase the number of doctorates awarded to African-Americans. Increases at these campuses coupled with growth in doctorates at HBCUs are needed to remedy the severe under-representation among African-Americans at the doctoral level.

Doctoral-Granting HBCUs Can Assist Undergraduate Campuses

Doctoral-granting HBCUs potentially can assist those HBCUs that offer primarily undergraduate programs in the arts and sciences. Through partnerships they can provide advice and expertise to strengthen undergraduate programs, many of which will produce graduates who will do graduate work at HBCUs as well as other campuses. Doctoral-

granting HBCUs also can assist primarily undergraduate HBCUs in expanding the range of academic programs they offer.

Developing Urban Grant University Centers to Comprehensively Address Problems of U.S. Cities

Recommendation. ***The Federal Government should promote the development of university centers in major urban areas in the same manner it promoted the development of Land Grant Universities. Funding should be available for academic program development, basic campus infrastructure, applied research, and public service programs, including partnerships with public schools. Such funding needs to represent a long-term and predictable commitment to the campuses designated to assume such programs. In exchange, the campuses designated for this funding will be expected to effectively carry out the specialized components of their missions that distinguish them from other campuses with more general responsibilities.***

The Morrill Act of 1862 led to the establishment of the Nation's system of Land Grant institutions. The second Morrill Act of 1890 extended this to the establishment of Historically Black Land Grant institutions. In 1994 Native American Land Grant schools were created. Land grant institutions have had a profound impact on this country, leading the way toward providing wide access to higher education and building broadly distributed research capacity. The focus of these institutions on agricultural research, training, and the dissemination of that research revolutionized practice, ushering in modern, science-based agricultural systems in the United States.

The value of applying academic expertise to issues outside of academia now is taken for granted. Not only is the role of institutions of higher education credited with continuous advances in American agriculture that have made it the world leader but the involvement of all types of colleges and universities in research, technology transfer, and community service is now an integral part of most campus missions.

The Land Grant Model Potentially Can Also Address Problems of Our Cities

Just as U.S. universities have played a vital role in ensuring the productivity of U.S. agriculture and in restructuring the Nation's economy, they can be an important force in addressing another critical, but difficult, problem – the condition of our urban centers. For decades federal and state governments have tried a wide variety of approaches to restoring American's cities to social and economic vitality. These programs have expended vast resources toward this goal with modest results. There are

at least two reasons for this mixed record. First, different programs have addressed specific aspects of the urban condition but there has been no overall structure for ensuring a comprehensive and integrated approach to assisting cities. Second, education has not been viewed as the fundamental problem of city residents and the primary vehicle for permitting them to improve their status. Although education has received a large share of funding received by cities, it has not been recognized in the broad picture as the single variable that is highly correlated with a wide variety of fundamental urban problems including unemployment, poverty, illegitimacy, crime, poor health, and substandard housing. Using the model of the Land Grant University, which has concentrated resources to solve well-defined problems, historically in agriculture and more recently in technology applications, there is every reason for optimism that a similar approach could be utilized in significantly improving the condition of our urban areas, a problem that has defied the piecemeal approaches that have predominated to date. HBCUs, many of which are located in urban areas, could serve as sites for such an initiative.

Urban Revitalization Requires a New Strategy Based On Education

It is well established that increasing educational attainment is related to a variety of positive, personal and social outcomes. Among the outcomes correlated with education are employability, income, participation in civic affairs, and good health. On the other hand, low levels of education are strongly correlated with negative outcomes such as criminal activity, illegitimacy, and the tendency to require public assistance. Hence, at the level of individual outcomes, the problems most closely associated with the negative characteristics of urban life are closely related to educational attainment.

In broader terms, the importance of education as a factor in the condition of urban centers also is difficult to overstate. The U.S. economy has relied to a growing extent on technology and highly skilled workers to renew itself. The benefits in terms of employment and wages have accrued to those with the requisite skills and education. However, U.S. companies have not been able to obtain the numbers of skilled workers they need to continue to grow. Hence, the availability of a skilled labor force has become a major factor in business relocation decisions. The shortage of skilled labor in the U.S. has resulted in a change in immigration policy to permit companies to import workers they cannot readily obtain in this country. In addition, increasing numbers of businesses are establishing operations outside of U.S. borders to take advantage of the availability of workers in those localities.

Ironically, cities represent an underutilized pool of potential labor for the U.S. economy. Historically, due to strong systems of public education, residents of urban areas had avenues of upward mobility available to them that were better than those found elsewhere. Today, however, at a time when the role of education is of growing importance for succeeding in the labor force, those individuals most in need of strong public education are at a major disadvantage. At the same time, many organizations in

urban centers face labor shortages despite high unemployment in the cities in which they are located.

The Major Elements of Designated Urban Grant University Centers Would Make Them Unique Among Institutions of Higher Education

In order for universities to assume missions dedicated to renewal of the urban areas in which they are located, it is essential that they incorporate a number of elements into their missions. These include the following.

- ***A commitment to serving the typical lower income student seeking a college education***. This entails admissions standards that provide access to higher education for the typical high school graduate of urban school systems and strong and comprehensive support programs for promoting the success of these students. It also means a commitment to the education of part-time non-traditional students.

- ***Academic programs of importance to the cities they serve.*** In addition to the core disciplines, urban institutions need to offer specific programs at all degree levels that are of interest to the urban students they enroll and the organizations located in the regions in which they are located. They also need to inculcate in students in all types of courses an appreciation of the urban condition and an understanding of the importance of solving problems faced by their cities.

- ***A commitment to carrying out research of interest to the organizations in their cities.*** Campus faculty and centers need to concentrate less on the broad issues of interest in their disciplines, a situation typical at most campuses, and more on the specific topics of interest to organizations located in the cities they serve.

- ***Extension services***. A major role of designated universities would be to establish permanent activities for bringing university expertise and other services into the communities they serve.

- ***Close relationships with the public schools.*** The importance of the public schools is such that this relationship needs to be much closer than typically is found in traditional relationships between colleges and K-12.

Public Health:
A Special Role for HBCUs

Recommendation. ***The federal government should target certain HBCUs for a role in addressing the national priority of improving the health of disadvantaged populations by assigning them specific public health functions and providing the long-term financial support necessary to make them effective partners in this national effort.***

The dramatic advances in the biomedical sciences of recent decades promise to accelerate in the future. As these advances translate into standard medical practice, there is little question that most individuals can anticipate longer lives and improved quality of life.

Despite all of the advances evident in medicine, there remain major differences by socio-economic status in access to health care and in those elements of life style that contribute to medical problems. This is quite apparent in the African-American community, which has a high concentration of low income individuals and families. Problems such as hypertension, diabetes, certain types of cancer, substance abuse, and many communicable diseases are considerably more prevalent in the African-American community, and other concentrations of low income population, than in the general population.

There are at least three major ways in which selected HBCUs, if properly supported, can have a significant impact on the health of low income populations in general and low income African-Americans in particular. First, to the extent that they attract students from low income families and educate them in all types of health care fields, they will contribute to the supply of health care personnel working in low income communities at an above-average rate. Second, they are more likely than other campuses to have an orientation toward carrying out research on the health problems most prevalent in low income groups and to have good access to these groups for carrying out field studies. Third, they are well positioned to carry out programs of community service designed to educate low income populations about access to health care and personal habits that contribute to good health.

Assisting HBCUs in Improving Facilities

Recommendation. ***Modify the terms of the current program for assisting HBCUs with facilities improvements to make loans available at below-market rates or to make outright grants to campuses.***

The federal government has a program by which it guarantees loans to HBCUs for facilities restoration and expansion. As interest rates on the open market have dropped, the program as currently structured has lost its advantage. This program should be permanently restructured to offer loans at rates below prevailing market rates in order to make it advantageous for HBCUs to utilize it or it should convert it to a grant program.

APPENDIX A

Recommendations from 1996 Report

Summary Recommendations To The President:

Leadership

- The President should convene, no later than September, 1997, an HBCU-Private Sector Summit to bring together the presidents and chancellors of the nation's 104 Historically Black Colleges and Universities and the Chief Executive Officers of America's top 100 corporations. The purpose of the summit will be to develop a partnership and a plan of action for preparing minority young people for the 21st century workforce.

Structure and Charge of the President's Advisory Board

- The Executive Order should be amended to transfer the White House Initiative on Historically Black Colleges and Universities from the U.S. Department of Education to the Executive Office of the President. The Vice President should be given responsibility for monitoring federal compliance in accordance with the provisions of the Executive Order.

- The President should establish at least two regularly scheduled meetings with the President's Advisory Board, one of which should coincide with the initial review of federal agency fiscal year budget requests by the Office of Management and Budget.

- The President should consider including compliance to Executive Order 12876 as an agenda item of at least one Cabinet meeting each year.

- The Executive Order should be amended to provide the White House Initiative office with authority to carry out research on HBCUs and to contract for such research and data gathering in consultation with the Office of Educational Research and Improvement, the Bureau of Labor Statistics, and the Bureau of the Census.

Funding

Financial Aid

- The federal government should continue and expand its historic role of providing access to higher education for low-income students through Pell grants and other forms of grant-in-aid.

- More funding should be allocated to programs that produce minority Ph.Ds.

- The Department of Education should ensure that its policies and procedures do not have an unintended negative impact on institutions that serve large numbers of low income students.

Department/Agency Commitments

- Those departments and agencies with minimum records of engaging in contracting, grant-making, and cooperative agreements with HBCUs should be required to design plans for increasing the involvement of the institutions in agency programs. These agencies should establish a minimum target of five percent of the agency's research and development budget or its grants/contracts budget for HBCUs. Those plans should be reviewed by both the Vice President and the Advisory Board at mid-year and at the end of each fiscal year.

- Those agencies that have demonstrated leadership under this Executive Order must keep up their momentum and also find ways to increase their efforts so that award levels for HBCUs approach some level of parity with award levels to traditionally white institutions of higher education. The board recommends that each agency seeks to increase the grants, contracts and cooperative agreements with HBCUs by at least five percent each year until such parity is achieved.

- Federal agencies, in their pursuit of stronger relationships with Historically Black Colleges and Universities, are encouraged to work closely with those organizations that speak broadly on behalf of the colleges, like the National Association for Equal Opportunity in Higher Education (NAFEO). NAFEO has evolved as a voice for all HBCUs as well as for issues affecting the African-

American community in general. NAFEO also serves as a clearinghouse for data, analysis, and information about HBCUs, acts as a coordinator among the HBCUs throughout the nation, and serves as a mechanism by which federal officials can communicate with HBCU presidents.

Special Federal Status of Howard University and the University of the District of Columbia

- The President should request a continuation of federal support for Howard University in three categories: academic programs, construction, and the Howard University Hospital. The President should request specific funding for the University of the District of Columbia in the Administration's annual budget request for the Government of the District of Columbia FY 1996 Budget Resolution.

Major Research Centers

- The Federal Government should establish and provide long-term support for Federal Research Laboratories to be specifically affiliated with HBCU campuses to carry out research on national scientific priorities, social issues, and economic policy.

Law, Policy, and Access

- The Office for Civil Rights should continue its aggressive involvement in securing compliance of the traditionally white colleges and universities in the southern and border states with Title VI of the Civil Rights Act of 1964.

- The Department of Justice and the Department of Education/Office for Civil Rights, through the Solicitor General, should continue to support Supreme Court review of those cases re-interpreting and undermining the Court's decision in *Regents of the University of California v. Bakke.*

Charge To Historically Black Colleges and Universities

The Board recognizes that HBCUs have a role to play in sustaining public confidence in their ability to continue to effectively serve their constituencies, and thus offers the following:

- HBCUs, like all colleges and universities, are operating in a much more competitive environment and are thus challenged to focus their vision on meeting the nation's rising environmental expectations and academic demands.

- HBCUs must assure that the public is aware of their strengths and of the contributions they make to their communities.

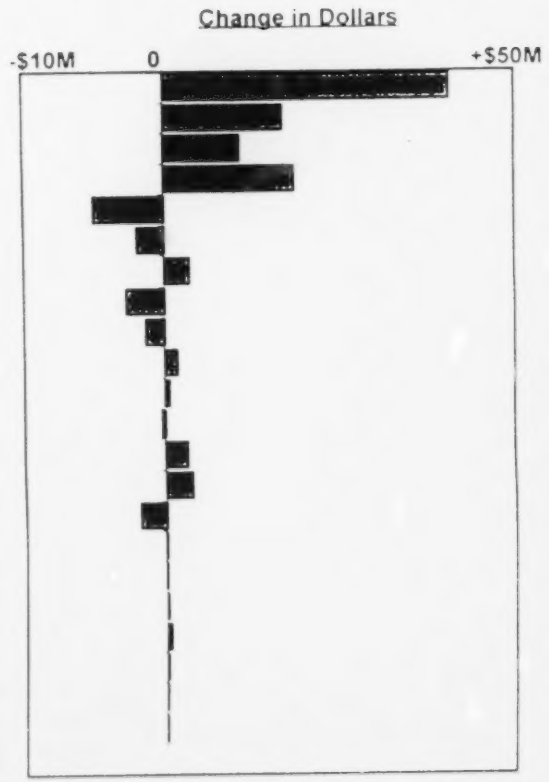
- HBCUs must continue to be good stewards of public and private funds, ensuring the confidence of all benefactors -- taxpayers, legislators, alumni, corporations -- in their management of federal, state, and private resources.

Appendix B

Federal Agency Support to HBCUs

Change in Dollar Amounts of Awards to HBCUs by Federal Agencies between FY1996 and FY1997

	FY 1996	FY1997	$Change	%Change
Education	$644,922,937	$685,666,497	$40,743,560	6.3%
Health and Human Services	$152,121,712	$169,058,741	$16,937,029	11.1%
Agriculture	$84,962,148	$95,740,881	$10,778,733	12.7%
NASA	$42,852,781	$61,398,687	$18,545,906	43.3%
Defense	$66,184,354	$56,209,835	-$9,974,519	-15.1%
Veterans Affairs	$39,521,777	$35,662,102	-$3,859,675	-9.8%
National Science Foundation	$28,948,069	$32,472,748	$3,524,679	12.2%
Energy	$36,775,036	$31,345,979	-$5,429,057	-14.8%
Agency for International Development	$13,388,100	$10,712,171	-$2,675,929	-20.0%
Transportation	$8,335,907	$10,092,736	$1,756,829	21.1%
Environmental Protection Agency	$8,505,310	$9,082,959	$577,649	6.8%
Housing and Urban Development	$7,197,857	$6,800,000	-$397,857	-5.5%
Labor	$2,092,191	$5,132,727	$3,040,536	145.3%
Justice	$681,448	$4,373,933	$3,692,485	541.9%
Interior	$6,623,419	$2,976,896	-$3,646,523	-55.1%
Commerce	$2,914,391	$2,808,861	-$105,530	-3.6%
Small Business Administration	$2,789,666	$2,694,103	-$95,563	-3.4%
Social Security	$2,109,593	$2,237,385	$127,792	6.1%
US Information Agency	$1,414,961	$1,962,033	$547,072	38.7%
Treasury	$1,590,886	$1,720,185	$129,299	8.1%
Central Intelligence	$1,319,338	$1,346,000	$26,662	2.0%
State	$725,520	$773,660	$48,140	6.6%
Others	$1,343,260	$1,344,374	$1,114	0.1%
Total All Federal Agencies	$1,157,320,661	$1,231,613,493	$74,292,832	6.4%



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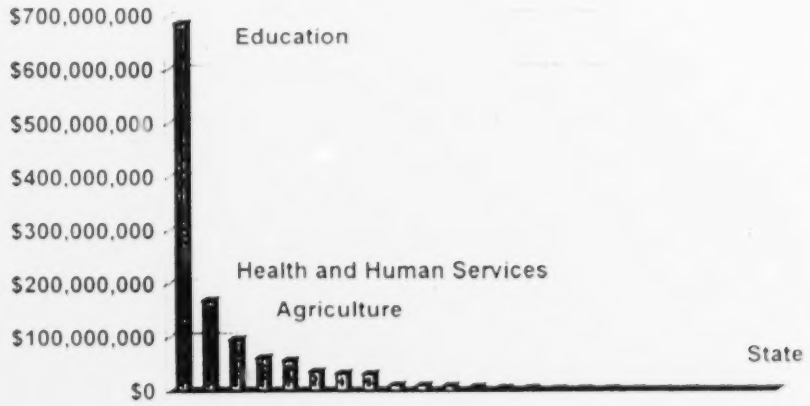
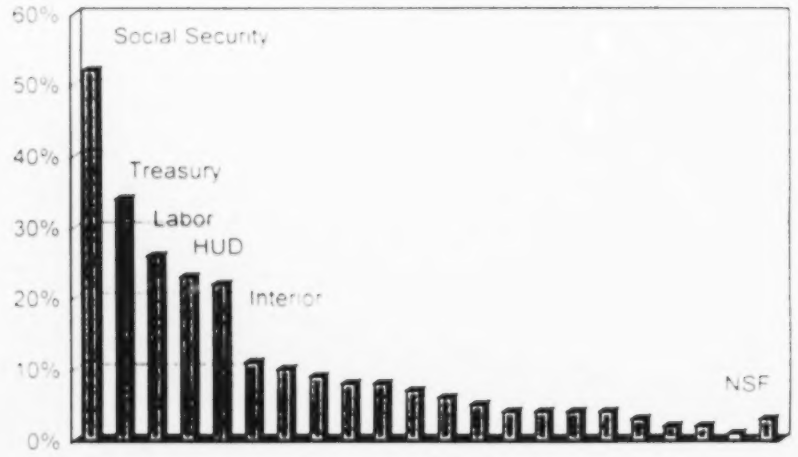
Dollar Amounts of Awards to HBCUs by Federal Agencies - FY1997

Education	$685,666,497
Health and Human Services	$169,058,741
Agriculture	$95,740,881
NASA	$61,398,687
Defense	$56,209,835
Veterans Affairs	$35,662,102
National Science Foundation	$32,472,748
Energy	$31,345,979
Agency for International Development	$10,712,171
Transportation	$10,092,736
Environmental Protection Agency	$9,082,959
Housing and Urban Development	$6,600,000
Labor	$5,132,727
Justice	$4,373,933
Interior	$2,976,896
Commerce	$2,808,861
Small Business Administration	$2,694,103
Social Security	$2,237,385
US Information Agency	$1,962,033
Treasury	$1,720,185
Central Intelligence	$1,346,000
State	$773,660
Others	$1,344,374
Total All Federal Agencies	$1,231,613,493



Percentage of Higher Education Funding Awarded to HBCUs - FY1997

Social Security	52%
Treasury	34%
Labor	26%
Housing and Urban Development	23%
Interior	22%
Central Intelligence	11%
Transportation	10%
Agriculture	9%
Education	8%
NASA	8%
Environmental Protection Agency	7%
State	6%
Energy	5%
Defense	4%
Agency for International Development	4%
Small Business Administration	4%
Justice	4%
US Information Agency	3%
Veterans Affairs	2%
Health and Human Services	2%
National Science Foundation	1%
Others	3%
Total All Federal Agencies	4%



Appendix C

Historically Black Colleges and Universities List

White House Initiative on Historically Black Colleges and Universities

Listing of the 105 4- and 2-Year Public and Private Institutions

4-YEAR PUBLIC INSTITUTIONS (40)	STATE	ORGANIZATION
Alabama A&M University	Alabama	4-yr. Public
Alabama State University	Alabama	4-yr. Public
University of Arkansas at Pine Bluff	Arkansas	4-yr. Public
University of the District of Columbia	District of Columbia	4-yr. Public
Delaware State University	Delaware	4-yr. Public
Florida A&M University	Florida	4-yr. Public
Albany State University	Georgia	4-yr. Public
Fort Valley State University	Georgia	4-yr. Public
Savannah State University	Georgia	4-yr. Public
Kentucky State University	Kentucky	4-yr. Public
Grambling State University	Louisiana	4-yr. Public
Southern University A&M College	Louisiana	4-yr. Public
Southern University at New Orleans	Louisiana	4-yr. Public
Bowie State University	Maryland	4-yr. Public
Coppin State College	Maryland	4-yr. Public
Morgan State University	Maryland	4-yr. Public
University of Maryland Eastern Shore	Maryland	4-yr. Public
Alcorn State University	Mississippi	4-yr. Public
Jackson State University	Mississippi	4-yr. Public
Mississippi Valley State University	Mississippi	4-yr. Public
Harris-Stowe State College	Missouri	4-yr. Public
Lincoln University	Missouri	4-yr. Public
Elizabeth City State University	North Carolina	4-yr. Public
Fayetteville State University	North Carolina	4-yr. Public
North Carolina A&T State University	North Carolina	4-yr. Public
North Carolina Central University	North Carolina	4-yr. Public
Winston-Salem State University	North Carolina	4-yr. Public
Central State University	Ohio	4-yr. Public
Langston University	Oklahoma	4-yr. Public
Cheyney State University	Pennsylvania	4-yr. Public
Lincoln University	Pennsylvania	4-yr. Public
South Carolina State University	South Carolina	4-yr. Public
Tennessee State University	Tennessee	4-yr. Public
Prairie View A&M University	Texas	4-yr. Public
Texas Southern University	Texas	4-yr. Public
Norfolk State University	Virginia	4-yr. Public
Virginia State University	Virginia	4-yr. Public
Bluefield State College	West Virginia	4 yr. Public
West Virginia State University	West Virginia	4-yr. Public
University of the Virgin Islands	U.S. Virgin Islands	4-yr. Public
4-YEAR PRIVATE INSTITUTIONS (49)		
Miles College	Alabama	4-yr. Private
Oakwood College	Alabama	4-yr. Private
Selma University	Alabama	4-yr. Private
Stillman College	Alabama	4-yr. Private
Talladega College	Alabama	4-yr. Private
Tuskegee University	Alabama	4-yr. Private
Arkansas Baptist College	Arkansas	4-yr. Private
Philander Smith College	Arkansas	4-yr. Private
Howard University	District of Columbia	4-yr. Private
Bethune-Cookman College	Florida	4-yr. Private

4-YEAR PRIVATE INSTITUTIONS	STATE	ORGANIZATION
Edward Waters College	Florida	4-yr. Private
Florida Memorial College	Florida	4-yr. Private
Clark Atlanta University	Georgia	4-yr. Private
Interdenominational Theological Center	Georgia	4-yr. Private
Morehouse College	Georgia	4-yr. Private
Morehouse School of Medicine	Georgia	4-yr. Private
Morris Brown College	Georgia	4-yr. Private
Paine College	Georgia	4-yr. Private
Spelman College	Georgia	4-yr. Private
Dillard University	Louisiana	4-yr. Private
Xavier University	Louisiana	4-yr. Private
Rust College	Mississippi	4-yr. Private
Tougaloo College	Mississippi	4-yr. Private
Barber-Scotia College	North Carolina	4-yr. Private
Bennett College	North Carolina	4-yr. Private
Johnson C. Smith University	North Carolina	4-yr. Private
Livingstone College	North Carolina	4-yr. Private
Shaw University	North Carolina	4-yr. Private
St. Augustine's College	North Carolina	4-yr. Private
Wilberforce University	Ohio	4-yr. Private
Allen University	South Carolina	4-yr. Private
Benedict College	South Carolina	4-yr. Private
Claflin College	South Carolina	4-yr. Private
Morris College	South Carolina	4-yr. Private
Voorhees College	South Carolina	4-yr. Private
Fisk University	Tennessee	4-yr. Private
Knoxville College	Tennessee	4-yr. Private
Lane College	Tennessee	4-yr. Private
Lemoyne-Owen College	Tennessee	4-yr. Private
Meharry Medical College	Tennessee	4-yr. Private
Huston-Tillotson College	Texas	4-yr. Private
Jarvis Christian College	Texas	4-yr. Private
Paul Quinn College	Texas	4-yr. Private
Southwestern Christian College	Texas	4-yr. Private
Texas College	Texas	4-yr. Private
Wiley College	Texas	4-yr. Private
Hampton University	Virginia	4-yr. Private
Saint Paul's College	Virginia	4-yr. Private
Virginia Union University	Virginia	4-yr. Private
2-YEAR PUBLIC INSTITUTIONS (11)		
Bishop State Community College	Alabama	2-yr. Public
Fredd State Technical College	Alabama	2-yr. Public
Gadsden State Comm. College, Valley Street	Alabama	2-yr. Public
J.F. Drake Technical College	Alabama	2-yr. Public
Lawson State Community College	Alabama	2-yr. Public
Trenholm State Technical College	Alabama	2-yr. Public
Southern University at Shreveport	Louisiana	2-yr. Public
Coahoma Community College	Mississippi	2-yr. Public
Hinds Community College	Mississippi	2-yr. Public
Denmark Technical College	South Carolina	2-yr. Public
St. Philip's College	Texas	2-yr. Public
2-YEAR PRIVATE INSTITUTIONS (5)		
Concordia College	Alabama	2-yr. Private
Shorter College	Arkansas	2-yr. Private
Lewis College of Business	Michigan	2-yr. Private
Mary Holmes College	Mississippi	2-yr. Private
Clinton Junior College	South Carolina	2-yr. Private

For further information, please contact:

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